



Analysis of the Use of Audiovisual Media in Improving English Language Skills of Students at State Junior High Schools in Kotabaru

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Abstract. *This study aims to analyze the use of audiovisual media in English language learning and to identify the factors influencing its effectiveness among junior high school students in Kotabaru. The background of this research stems from the importance of English as a global language and the need for innovative learning media that can enhance students' motivation and comprehension. The study employed a descriptive qualitative approach, with data collected through observation, interviews, and documentation involving teachers and students from several public junior high schools in Kotabaru. The results indicate that audiovisual media play a significant role in increasing students' learning interest, engagement, and understanding of English materials, particularly in listening and speaking skills. However, its effectiveness is still influenced by several factors, including limited technological facilities, teachers' ability to operate audiovisual tools, and the availability of suitable teaching materials relevant to the local context. The findings also reveal that students show a strong preference for audiovisual media, as they perceive it to be more engaging and easier to understand than conventional methods. Therefore, this study emphasizes that the use of audiovisual media has great potential to improve the quality of English language learning in rural areas, especially when supported by teacher training and the development of educational infrastructure. The technology-based learning at the junior high school level.*

Keywords: *Audiovisual Media; English Language Learning; Junior High School Students; Learning Motivation; Learning Effectiveness.*

1. INTRODUCTION

English is an important international language in global communication, education, and the development of science. In today's era of globalization, English proficiency has become an essential requirement for students to compete at both national and international levels (Harmer, 2015). Therefore, improving the quality of English language teaching in schools, particularly at the Junior High School (SMP) level, is of great importance. An effective learning process does not solely depend on the teacher's competence but also on the use of appropriate learning media to attract student's interest and enhance their understanding.

One of the media considered effective in English language learning is audiovisual media, as it provides a more contextual, engaging, and interactive learning experience (Mayer, 2021). Audiovisual media—such as instructional videos, short films, or educational animations—can help students comprehend language meaning through the combination of sound and visuals, thereby strengthening memory retention and learning motivation (Clark & Paivio, 2020). Various studies have shown that the use of audiovisual media can enhance English learning outcomes, particularly in the areas of listening and speaking skills (Rini & Sari, 2022; Rahmatullah, 2021).

However, most of these studies were conducted in urban schools or areas with adequate educational facilities. There is still a limited number of studies examining the effectiveness of audiovisual media in remote or semi-rural contexts, such as in Kotabaru Regency, South

Kalimantan, In fact, geographical conditions, limited technological infrastructure, and the characteristics of students in such areas can significantly influence how teachers utilize learning media (Nasution et al., 2023). Therefore, there exists a research gap regarding how teachers and students in Kotabaru employ audiovisual media in English language learning, as well as the factors that support or hinder its implementation.

This study offers novelty by examining in depth the use of audiovisual media within a local context, including student's perceptions and preferences toward such media, as well as the challenges faced by teachers in its implementation at state junior high schools in Kotabaru. The findings of this research are expected to provide theoretical contributions to the development of audiovisual-based learning strategies that are suited to regional conditions, as well as practical implications for improving the quality of English language education in Indonesia schools in general.

2. RESEARCH METHOD

Type and Research Approach

This study employs a descriptive qualitative approach. This approach was chosen because it aims to describe and analyze in depth how audiovisual media are implemented in the English learning process, as well as the factors influencing their effectiveness in the junior high school environment. According to Sugiyono (2021), descriptive qualitative research focuses on understanding phenomena holistically within their natural context through direct interaction between the researcher and the research subjects.

Table 1. Data Schools, Students, and Teachers Used as Samples.

NO	SCHOOL NAME	STUDENTS	GURU
1	SMPN 1 Kotabaru	25	2
2	SMPN 2 Kotabaru	25	2
3	SMPN 3 Kotabaru	25	1
4	SMPN 4 Kotabaru	25	1
5	SMPN 5 Kotabaru	25	2
6	SMPN 6 Kotabaru	25	2
7	SMPN 2 Sampanahan	25	1
8	SMPN 1 Pulau Laut Tengah	25	1
9	SMPN 1 Berangas	25	1
TOTAL		225	13

Research Location and Time

The research was conducted at several State Junior High Schools (SMP Negeri) located in Kotabaru Regency, South Kalimantan. These schools were selected based on the consideration that they have begun utilizing audiovisual media in English language learning,

although the implementation has not yet been optimal. The study was carried out from June to August 2025, covering the stages of observation, interviews, and data analysis.

Research Subjects and Objects

The subjects of this study include English teachers and junior high school students who are involved in the learning process using audiovisual media. The selection of subjects was carried out using purposive sampling, based on the consideration that these participants have direct experience in the use of audiovisual media during English language learning.

The object of this research is the use of audiovisual media in English language learning, which includes its implementation methods, effectiveness, as well as the supporting and inhibiting factors that influence its application.

Tabulating

This technique is used to organize and input the collected data into tables in order to determine the frequency, thereby making it easier to calculate the percentages and analyze the results systematically.

Data Collection Techniques

Data were collected using three main techniques:

- a. Observation – Conducted to directly observe the English learning process that utilizes audiovisual media in the classroom.
- b. Interviews – Carried out with teachers and students to obtain in-depth information regarding their perceptions, experiences, and challenges in using audiovisual media.
- c. Documentation – Used to collect supporting data such as syllabi, lesson plans (RPP), and documentation of learning activities.

Data Analysis Technique

Data were analyzed qualitatively using the interactive model of Miles and Huberman (2014), which consists of three stages:

- a. Data Reduction – Selecting, focusing, and simplifying raw data obtained from the field.
- b. Data Display – Presenting the data in the form of narrative descriptions, tables, or matrices to make it easier to understand.
- c. Conclusion Drawing – Interpreting the meaning of the analyzed data to answer the main focus of the research.

Data Validity Test

The validity of the data was tested using source and technique triangulation. Source triangulation was carried out by comparing information obtained from teachers, students, and learning documents. Meanwhile, technique triangulation was conducted by cross-checking the

consistency of results from observations, interviews, and documentation. The purpose of this process is to ensure that the data obtained are valid, reliable, and scientifically accountable (Creswell, 2018).

3. RESULTS AND DISCUSSION

Research Results

Based on the results of observations, interviews, and documentation conducted with teachers and students at several State Junior High Schools (SMP Negeri) in Kotabaru Regency, three main findings were obtained:

- a. The forms of audiovisual media usage in English learning,
- b. Students' responses toward the use of such media, and
- c. The supporting and inhibiting factors in its implementation.

Discussion

Effectiveness of Audiovisual Media Usage

The results of the study show that the use of audiovisual media can enhance students' motivation and understanding in Learning English. This finding is consistent with Mayer's (2021) Multimedia Learning Theory, which states that the combination of text, sound, and images helps the brain process information more efficiently. Teachers in Kotabaru utilized various types of media-such as dialogue videos and educational animations-to strengthen students' listening and speaking skills.

In addition, audiovisual media were proven to make students more active in the learning process. They did not merely listen and take notes but also imitated, watched, and interacted with the presented content. This supports the findings of Rini & Sari (2022), who emphasized that instructional videos are effective in increasing student participation in language learning.

Supporting and Inhibiting Factors

The effectiveness of audiovisual media usage is influenced by several factors. Supporting factors include adequate school facilities such as projectors, internet access, and the principal's policies that encourage innovation in teaching. However, there are still significant obstacles, such as teachers' limited ability to manage media, the lack of training in educational technology, and unstable internet connectivity in certain areas.

These findings are line with Nasution et al. (2023), who stated that technological infrastructure limitations are the main challenge in implementing digital learning media in rural areas of Indonesia. Therefore, it is necessary to strengthen teachers' capacity through training

in the creation and utilization of more creative audiovisual media that are also adapted to the local context.

Implications for English Language Learning

From the results of this study, it can be concluded that audiovisual media have a positive impact on improving the quality of English language learning in junior high schools in Kotabaru. This media not only helps students understanding the learning material but also fosters their interest in learning and confidence in communicating in English. With adequate facilities and teacher training, audiovisual media have the potential to become an effective learning strategy within the context of regional education.

The Use of Audiovisual Media in English Language Learning

The types of audiovisual media used by teachers in teaching English were identified through direct interviews with English teachers. Based on the collected data, the following types of audiovisual media are utilized in the English learning process:

Table 2. Types of Audiovisual Media Used in English Language Learning.

No	School name	Types of Audiovisual Media			
		Graphic Media	Media Audio	Silent Projection Media	Motion Projection Media
1	SMPN 1 Kotabaru	Available	Available	Available	Available
2	SMPN 2 Kotabaru	Available	Available	Available	Available
3	SMPN 3 Kotabaru		Available	Available	Available
4	SMPN 4 Kotabaru		Available	Available	Available
5	SMPN 5 Kotabaru		Available	Available	Available
6	SMPN 6 Kotabaru		Available	Available	Available
7	SMPN 2 Sampanahan		Available		
8	SMPN 1 P. Laut Tengah		Available		
9	SMPN 1 Berangas		Available		

Source of Data: Results of interviews, observations, and English questionnaires

The use of audiovisual media in English learning primarily focuses on improving students' listening and speaking skills. These skills are developed through interactive and contextual activities supported by various types of audiovisual materials. To provide a clearer understanding, the following table presents the methods or techniques used by English teachers for each type of audiovisual media:

Table 3. Frequency Distribution of Students' Preference for Teachers' Techniques in English Learning Using Audiovisual Media.

No	School name	Learning Methods/Techniques			
		Variation	Watch	Lectures and Presentations	Discussion and Percentages
1	SMPN 1 Kotabaru	Ö		Ö	
2	SMPN 2 Kotabaru	Ö		Ö	
3	SMPN 3 Kotabaru	Ö			Ö
4	SMPN 4 Kotabaru			Ö	Ö
5	SMPN 5 Kotabaru			Ö	Ö
6	SMPN 6 Kotabaru	Ö		Ö	
7	SMPN 2 Sampanahan			Ö	Ö
8	SMPN 1 PulauLaut Tengah	Ö		Ö	
9	SMPN 1 Berangas	Ö			Ö

Source: Processed Data

To determine the level of students' preference for the techniques used by teachers in English learning with audiovisual media, the distribution can be seen in the following table:

Table 4. Frequency Distribution of Students' Preference for Teachers' Techniques in English Learning Using Audiovisual Media

No	School Name	Frekuensi			Presentation		
		Like/Agree	Less favorable	Dislike/agree	Like/agree	Less favorable	Dislike/agree
1	SMPN 1 Kotabaru	15	7	3	60%	28%	12%
2	SMPN 2 Kotabaru	20	3	3	80%	8%	12%
3	SMPN 3 Kotabaru	19	5	1	76%	20%	4%
4	SMPN 4 Kotabaru	18	6	1	72%	24%	4%
5	SMPN 5 Kotabaru	13	9	3	52%	36%	12%
6	SMPN 6 Kotabaru	17	1	7	68%	4%	28%
7	SMPN 2 Sampanahan	25	0	0	100%	12%	0%
8	SMPN 1 Pulau Laut Tengah	22	3	0	88%	12%	0%
9	SMPN 1 Berangas	23	2	0	92%	8%	0%
Total		175	35	18	76%	16%	8%

Source: Processed Data

From the table above, it can be seen that students' preference for the techniques used by teachers in utilizing audiovisual media for English lessons is as follows: 76% of students expressed that they liked/agreed, which falls into the high category; 16% expressed that they somewhat liked/partially agreed, which is categorized as very low; and 8% expressed that they did not like/disagreed, also categorized as very low.

To understand students' comprehension of teachers' explanations during English lessons using audiovisual media, the distribution is presented in the following table:

Table 5. Frequency Distribution of Students' Comprehension of Teachers' Explanations in English Learning Using Audiovisual Media.

No	School Name	Frekuensi			Presentation		
		Like/Agree	Less favorable	Dislike/agree	Like/Agree	Less favorable	Dislike/agree
1	SMPN 1 Kotabaru	21	3	1	84%	12%	4%
2	SMPN 2 Kotabaru	23	2	0	92%	8%	4%
3	SMPN 3 Kotabaru	24	0	1	96%	0%	0%
4	SMPN 4 Kotabaru	22	1	2	88%	4%	4%
5	SMPN 5 Kotabaru	16	7	2	64%	28%	8%
6	SMPN 6 Kotabaru	15	7	3	60%	28%	8%
7	SMPN 2 Sampanahan	13	11	1	52%	44%	12%
8	SMPN 1 Pulau Laut Tengah	20	2	3	80%	8%	4%
9	SMPN 1 Berangas	10	13	2	40%	52%	8%
TOTAL		164	46	15	73%	20%	7%

Source: Processed Data

From the table above, it can be seen that students' comprehension of teachers' explanations in English lessons using audiovisual media is as follows: 73% of students expressed that they understood/agreed, which falls into the high category; 20% expressed that they somewhat understood/partially agreed, categorized as low; and 7% expressed that they did not understand/disagreed, categorized as very low.

Supporting and Inhibiting Factors

The effectiveness of using audiovisual media is influenced by several factors. Supporting factors include adequate school facilities such as projectors, internet connectivity, and school policies that encourage teaching innovation. However, there are still significant obstacles, such as teachers' limited ability to operate and manage audiovisual media, the lack of training in educational technology, and unstable internet connections that often disrupt the learning process.

These findings align with Nasution et al. (2023), who stated that limitations in technological infrastructure are the main challenge in implementing digital learning media in rural areas of Indonesia. Therefore, it is necessary to strengthen teachers' capacity through training in the creation and use of more creative audiovisual media that are adapted to the local context.

Factors Affecting the Use of Audiovisual Media in English Language Learning

To understand the factors that influence the use of audiovisual media in English learning, it is important to note that implementing audiovisual media in a learning activity requires various preparations in advance to ensure that the lesson can run smoothly. The preparations carried out by English teachers before using audiovisual media include:

Table 6. Preparations Carried Out by Teachers in English Learning Using Audiovisual Media.

No	School Name	Activities			
		Explain Purpose Learning	Determining the appropriate media	Double-check media	Consider the time of use
1	SMPN 1 Kotabaru	Ö	Ö	Ö	Ö
2	SMPN 2 Kotabaru	Ö	Ö	Ö	Ö
3	SMPN 3 Kotabaru	Ö	Ö	Ö	Ö
4	SMPN 4 Kotabaru	Ö	Ö	Ö	Ö
5	SMPN 5 Kotabaru	Ö	Ö	Ö	Ö
6	SMPN 6 Kotabaru	Ö	Ö	Ö	Ö
7	SMPN 2 Sampanahan	Ö	Ö	Ö	Ö
8	SMPN 1 Pulau Laut Tengah	Ö	Ö	Ö	Ö
9	SMPN 1 Berangas	Ö	Ö	Ö	Ö

In the use of audiovisual media, besides making the necessary preparations, teachers also assist student in overcoming difficulties encountered while using the media. The frequency of teacher support in helping students handle these challenges can be seen in the following table:

Table 7. Frequency Distribution of Teacher Assistance in Overcoming Students' Difficulties in Using Audiovisual Media.

No	School Name	Frekuensi			Presentation Frekuensi		
		Like/Agree	Less favorable	Dislike/agree	Like/Agree	Less favorable	Dislike/agree
1	SMPN 1 Kotabaru	22	2	1	88%	8%	4%
2	SMPN 2 Kotabaru	21	1	3	84%	4%	12%
3	SMPN 3 Kotabaru	19	5	1	76%	20%	4%
4	SMPN 4 Kotabaru	16	4	5	64%	16%	20%
5	SMPN 5 Kotabaru	20	5	0	80%	20%	0%
6	SMPN 6 Kotabaru	23	0	2	92%	0%	8%
7	SMPN 2 Sampanahan	24	0	1	96%	0%	4%
8	SMPN 1 Pulau Laut Tengah	23	2	0	92%	8%	0%
9	SMPN 1 Berangas	18	7	0	72%	28%	0%
TOTAL		186	26	13	83%	12%	6%

From the table above, it can be seen that teachers' assistance in helping students overcome difficulties is as follows: 83% of students stated that they liked/agreed, which falls into the very high category; 12% stated that they somewhat liked/partially agreed, categorized as very low; and 6% stated that they did not like/disagreed, also categorized as very low.

To understand teachers' responses to questions asked by students, the distribution can be seen in the following table:

Table 8. Frequency Distribution of Teachers' Responses to Students' Questions in English Learning Using Audiovisual Media.

No	School Name	Frekuensi			Presentation Frekuensi		
		Like/Agree	Less favorable	Dislike/agree	Like/Agree	Less favorable	Dislike/agree
1	SMPN 1 Kotabaru	15	10	0	60%	40%	0%
2	SMPN 2 Kotabaru	12	10	3	48%	40%	12%
3	SMPN 3 Kotabaru	15	8	2	60%	32%	8%
4	SMPN 4 Kotabaru	16	7	2	64%	28%	8%
5	SMPN 5 Kotabaru	20	5	0	80%	20%	0%
6	SMPN 6 Kotabaru	17	8	0	68%	32%	0%
7	SMPN 2 Sampanahan	18	5	2	72%	20%	8%
8	SMPN 1 Pulau Laut Tengah	16	6	3	64%	24%	12%
9	SMPN 1 Berangas	19	4	2	76%	16%	8%
JUMLAH		148	63	14	66%	28%	6%

From the table above, it can be seen that teachers' responses to students' questions are as follows: 66% of students stated that they liked/agreed, which falls into the high category; 28% stated that they somewhat liked/partially agreed, categorized as low; and 6% stated that they did not like/disagreed, categorized as very low.

These result indicate that teachers generally provide active and supportive responses to students' questions during English learning using audiovisual media, although a small portion of students still experiences limited responsiveness.

4. CONCLUSION

Based on the result of the study on the on the use of audiovisual media in English learning among junior high school students in Kotabaru Regency, it can be concluded that:

Audiovisual media have been proven to be effective in increasing students' interest, motivation, and understanding of English learning materials. Students become more active and enthusiastic in the learning process, particularly in improving their listening and speaking and skills. The types of audiovisual media used by teachers include instructional videos, short films, educational animations, and graphic media. The use of these media helps students understand the context of the English language in a more concrete and engaging manner. The majority of students (76%) liked the audiovisual learning methods, and 73% felt that they could understand the material more easily when it was delivered through such media. This indicates that an audiovisual-based approach is more engaging compared to conventional methods.

The factors supporting the effectiveness of audiovisual media include the availability of school facilities (such as projectors and internet access), school principal policies that encourage innovation, and the teachers' ability to manage interactive learning effectively. The inhibiting factors include limited technological facilities in some schools, lack of teacher training in utilizing digital learning media, and unstable internet connections in rural areas. Teachers play a crucial role in assisting students in overcoming difficulties during the use of audiovisual media, with the positive response rate of teachers to students' needs reaching 83%, categorized as very high. Therefore, the use of audiovisual media is an effective and relevant learning strategy to improve the quality of English education in junior high schools, especially when supported by competent teachers and adequate educational facilities and infrastructure.

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